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ABSTRACT

This collection presents a cross section of research into the theme of equal opportunities in education in the Netherlands. The majority of articles are on the Dutch situation, which resembles that of other countries in many respects. Contributions include: (1) "Educational Inequality Research in the Netherlands. Conditions, Constraints and Opportunities for Critical Commitment" (Paul Jungbluth and Geert Driessen); (2) "Primary School Effectiveness and Equal Opportunities" (Paul Jungbluth, Annemarie van Langen, and Walter de Wit); (3) "The Use of Educational Priority Policy Resources. Implementation, Classroom Practice and Effects of Two Projects: A Case Study" (Michiel van der Grinten); (4) "The Impact of Secondary School Recommendations on the Educational Careers of Disadvantaged Pupils" (Lia Mulder); (5) "The Educational Disadvantages of Indigenous and Non-Indigenous Working-Class Children in Secondary Education" (Walter de Wit); (6) "Moroccan Children Acquiring Arabic in the Netherlands. Mother Tongue Instruction as a Means of Combating Educational Disadvantage" (Geert Driessen); (7) "Pupil Monitoring Systems and Their Pretensions" (Hermann Vierke and Paul Jungbluth); (8) "Looking at Inequality from Different Angles. Home Intervention and Organization Activities Check" (Loeke Genemans); (9) "Equal Opportunities in Education and the Economic Independence of Women in North-West Europe. A Comparative Study of the Situation in Norway, Sweden, the UK, Germany, and the Netherlands" (Hetty Dekkers); and (10) "A Framework for Educational Priority Routines. Recommendations and Checklist" (Paul Tesser). Four appendixes discuss the Dutch education system and the nonindigenous population of the Netherlands and provide a list of abbreviations and a discussion of the institute's research on inequality. (Contains 154 references.) (SLD)

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